



REPTILES

CEFR Level A1+

YLE Movers

LESSON OBJECTIVES

Vocabulary

- Nature: beach, desert, Earth, grass, land, nest, plant, rainforest, river, sand, sea, sun, tree, water
- Animal characteristics: (cold/warm) blood, body, ear, egg, eye, head, mouth, nose, predator, prey, scale, shell, skin, tongue, venom, wing
- Animals: bird, caiman, (nose-horned/Parson's) chameleon, cobra, (saltwater) crocodile, (cleaner) fish, (dwarf) gecko, (marine) iguana, Komodo dragon, (Draco) lizard, meerkat, parasite, (Burmese) python, rattlesnake, (flying/green mamba) snake, tortoise, (green sea) turtle, (white-lipped pit) viper
- Adjectives and adverbs: big, cold, fast, good, hard, hot, light, long, near, new, quickly, safe, short, small, warm,
- Verbs: breathe, catch, change, clean, come, find (food), get (cold), glide, grow, help, hold, hunt, hurt, jump, keep (sth/sb safe), kill, lay eggs, live, look for (food), lose, make (wings), move, pull, put, run, see, sit, stay (warm/with their eggs/under the sand), travel, wait
- Comparative and superlative adjectives: biggest, heaviest, longer, smaller

Grammar

- Present simple
- Present continuous
- Modals: can/can't (ability)

Skills

- Reading: predicting, reading for gist, reading for specific information, categorizing information

- Writing: linking a sequence, describing a picture, describing reptiles and their habits
- Listening: for gist, for specific information, ordering events
- Speaking: describing and comparing pictures, explaining how they are the same/different, exchanging information, ranking animals and people

Resources

- Do You Know? BBC Earth Reptiles book
- Visit www.ladybirdeducation.co.uk for:
 - Reading Activities
 - Video Activities
 - Audiobooks
 - Video clips

LESSON PLAN

Timing: 40–60 minutes

Before reading: 10 minutes

During reading: 20 minutes

After reading: 10 minutes.

Before reading

- Introduce the subject by showing pupils the pictures on pages 6–9 of the book and ask: *Which animals can you see in the pictures? What is the same/different about them? Have they got hair on their bodies? Are their bodies warm or cold? What do they eat? Where do they live? What can they do?*
- To check understanding name some animals and get pupils to say whether they are reptiles or not: *Tortoise? Yes! Horse? No!*
- Check/pre-teach new vocabulary. Ask pupils to: *Look at pages 4–5. Point to ... What is this? What are these? What has this animal got? Which animals can ...? Why do they do it?*
- To check class understanding mime or describe vocabulary, e.g. *What am I doing?*



REPTILES

You're breathing! It is red and in your body. Blood!

- Hand out the reading activities worksheet. Ask pupils to do activity 1. Ask them to check first in pairs and then as a class.

During reading

- Read or play the audio recording and ask pupils to follow the text in their books.
- Read up to page 9 and ask pupils to do activity 2 on the reading activities worksheet. Pupils can work individually and compare in pairs before correcting as a class.
- Continue to read or play the audio recording for pages 10–27, summarizing text or doing 'Look' and 'Find out' activities while reading to check understanding.
- Hand out the video worksheets. Check pupils understand the tasks. Play the videos, pausing to allow pupils to complete the tasks. Ask them to compare answers in pairs before correcting as a class. Show correct pronunciation during feedback.
- Ask pupils to do the 'All videos' task on the video worksheet individually and to feed back their ideas to the class. Set as homework if time is short.
- Ask pupils to do activity 3 on the reading activities worksheet in small groups. Challenge and engage pupils by setting time limits: *You have one minute from now!* Or ask groups to shout *Stop!* when they finish. Check all the groups are of similar ability and size. Choose a spokesperson for each group.
- Continue to read or play the audio recording for pages 28–29.

After reading

- Ask pupils to do the quiz on pages 30–31 of the book individually to check what they have understood about the topic. Correct as a class.
- Set the project on page 13 of the book as a follow-up group activity using online or book resources. Assign different members of each group different tasks to research for the next lesson.

DIFFERENTIATION

Extra support

- Mix pupils of different abilities when doing groupwork.

Extension

- Fast finishers can write a fact file about one of the reptiles on pages 28–29. This should include information about:
 - physical characteristics (scales, shells, etc.)
 - size and weight
 - what they eat
 - whether they are predator or prey
 - where they live
 - how they stay safe
 - what they can/can't do.